

Exemplary District TnREppp Disproportionality Self-Assessments

Data, Policies, Practices, and Procedures Examined from the 2007-2008 School Year

FOCUS AREA 5 – Child Find: Location, Referral and Identification

District procedures for location, referral and identification are transparent, equitable, and multidisciplinary.

OVERVIEW

District TnREppp Self-Assessments of Practices, Policies and Procedures for the Identification of Students with Disabilities

Annually, the State reviews the December 1 Unduplicated Census Data for students identified with disabilities in order to determine Tennessee school districts with *Disproportionate Overrepresentation*. The State's review of this data utilizes the *relative risk ratio (RRR)* for the examination of students with disabilities in each of the federal reporting race/ethnicity categories (American Indian/Native Alaskan, Asian/Pacific Islander, Black, Hispanic, and White) for all students receiving services in special education and related services and the high incidence disability categories of Autism, Emotional Disturbance, Mental Retardation, Other Health Impairments, Specific Learning Disabilities, and Speech and Language Impairment.

Subsequent to this data review, school districts are notified of status as determined by analysis of this data. Each district with disproportionate representation is required to conduct a self-assessment of practices, policies, and procedures employed in the identification of children with disabilities. This review provides detailed descriptions and evidence for each of six focus areas that most directly impact the appropriate identification of students for services in special education. Each self-assessment is rated by a State panel. Individual ratings are verified for reliability among the raters. District responses for each of the six focus items required in this self-assessment are evaluated and rated at one of four levels: Exemplary (4), Adequate (3), Partially Adequate (2) and Inadequate (1). The six areas of focus reviewed in the *Tennessee Rubric Evaluation of policies, practices, and procedures Self-Assessment (TnREppp SA)* are:

1. referral and eligibility decisions, methods, types of measures and identification decision frequency;
2. equitable representation of students who are culturally and linguistically diverse in all programs, including gifted;
3. effective intervention options to student learning difficulties, before or in lieu of referral for special education services;
4. on-going training and support of teachers addressing individual learning needs through differentiated instruction, aligned to academic grade-level content;
5. procedures for location, referral and identification that are transparent, equitable, and multidisciplinary; and
6. promotion of collaboration among general and special educators at the prevention and intervention levels.

Districts with a rating of "Adequate" or "Exemplary" for this self-assessment meet the requirement that "the disproportionate overrepresentation is not the result of inappropriate identification". An "*Exemplary*" rating is awarded to those districts with self-assessments that:

1. clearly describe and provide evidence of Exemplary policies, practices, and procedures;
2. include specific improvement activities that outline strategies which target the reduction of students in the ethnic/racial group identified with disproportionate overrepresentation in special education and related services or targeted disabilities; and
3. provide extensive responses and/or evidence and documentation that ensures the Disproportionate Overrepresentation is not the result of inappropriate identification practices.

Each district self-assessment included in this document was determined to be *Exemplary* by all members of the State's Disproportionality Self-Assessment Review Panel for "Review Item 5". The disability (ies) and ethnic group(s) identified with disproportionate overrepresentation is/are listed at the top of each district's TnREppp SA. It is notable that over the past three years the strategies used and revisions implemented in district practices, policies, and/or procedures as the result of this self-assessment and the improvement plan process have been extremely effective in reducing disproportionate overrepresentation by districts that have conducted this self-assessment. Of the 27 districts identified with disproportionate overrepresentation for data reviewed in FFY 2006, 10 districts were found to be no longer disproportionate for data reviewed in FFY 2007. Additionally, 16 districts that continued to have Disproportionate Overrepresentation were successful in reducing the disproportionate overrepresentation gap.

DISTRICT REVIEW ITEM 5

Child Find: Location, Referral and Identification

District procedures for location, referral and identification are transparent, equitable, and multidisciplinary.

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Exemplary

There is evidence of ALL of the following:

The district:

- ☐ (5.01) has written procedures in place for the location, referral and identification of students ages 3 through 21 who may be disabled;
- ☐ (5.02) has processes in place to evaluate the degree to which service providers and schools comply with location, referral and identification established procedures;
- ☐ (5.03) based on continuous monitoring data--provides technical assistance and professional development to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled.

School District: Athens City

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability *Autism / Ethnic Group W*
 2. Disability *Select One / Ethnic Group Select One*
 3. Disability *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	<p>5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Written procedures for Child Find meet all state and federal mandates. Child Find information is on the district website at each school and in the newspaper on a regular basis. The S-team process is used to support any referral for possible special education identification and services. The S-Team collects data on interventions, benchmark assessments, classroom observations and work samples.</u></p>	<p>5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>Child Find newspaper article August 25, 2007, all supporting documentation for identification is located in confidential files at the student's home school. Procedural information regarding referral and identification of students is provided in the 2008 Special Education Manual pages 6-9</u></p>
	<p>5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Prior to assessment, the contracted psychologist will consider whether the specific procedures in Appendix C of the 2008 Special Education Manual section titled "Determining the Language to be Assessed" are followed.</u></p>	
	<p>5.03 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Technical assistance is given by the Office of Special Education when and if a school or service provider is not meeting established procedures for locating referral/ identification of students ages 3-21 who may be disabled.</u></p>	<p>5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>Cognitive Assessment instrument used is based on the assessor's rule out of different factors that may simulate an academic disability.</u> <u>Functional & Developmental Assessments consist of parent interviews, classroom observations, assessment team documentation.</u> <u>Academic Assessment information is supported by ELDA test results.</u></p>

	<p>5.03 Evidence of continuous monitoring data and assessments used for child find <u>Monitoring of all documents presented with referral is reviewed in the Office of Special Education.</u></p>
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School District: Blount County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Blount County Schools' Child Find policy is attached (see pages 196-200) and is also summarized in the right column. Advertisement for recruitment via the radio, television, and newspaper are attached (see pages 197-198). Information is also available on the Blount County Schools website at blountk12.org.</u></p> <p>5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Blount County Schools follows Tennessee's state criteria for assessment of potential educational disabilities.</u></p> <p>5.03 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. _____</p>	<p>5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>The Blount County School System conducts child find activities for the Alcoa, Maryville City, and Blount County School systems. The purpose is to create awareness of services, locate and serve children when they turn 3. This includes a comprehensive system of child find activities for all children suspected of having a disability in public or private school facilities. SEEK, or Screening and Educational Evaluation for Kids, is Blount County Schools' Child Find Program. The system provides free developmental screenings for any child between the ages of three and six. The screenings include speech and language skills, fine and gross motor skills, readiness or thinking skills, and personal social skills. Blount County also collaborates with local private schools for child find.</u></p> <p>5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment</p>

- Developmental Assessment
- Academic Assessment
Assessments used to gather relevant information: 1) The following instruments are selected based on clinical judgment to yield the most useful relevant cognitive processing information: WISC-IV, SB-V, UNIT, TONI, DAS, CTONI, WJIII Tests of Cognitive Ability, WPPSI-III, DAYC, and BDI-II. 2) Depending on the student's reported functional difficulties an effective assessment plan will be developed which may utilize the following standardized evaluation tools: VABS-II, ABIS-II, BASC-II, DAYC, BDI-II, ADDES3) 2) Developmental information is gathered through parent interview, developmental questioners, (See Appendix: C) structured developmental interviews such as the BASC, VABS-II, and ABIS-II. In some cases it is necessary through parental release to request developmental and medical history from the student's physician by record request or interview. 3) Academic information is selected based on student's age and educational difficulty. This process would include review of standardized group administered achievement testing, benchmark, teacher running record of students performance, reading curriculum based measures R-CBM such as DIBLES or AIMSWEB and indirect teacher and direct observation of a professional school staff member who does not currently provide direct instruction to the student. The Student Support Team may request individually administered academic achievement measures such as: WIAT-II, WJ-III Tests of Achievement, K-TEA-II, MBA, DAB-III, and GORT-II. If reading is the referral academic problem the CTOPP, and WJ-III Tests of cognitive ability maybe employed in order to better define the reading difficulty.

		<p><u>BCS utilizes the current and latest version of all assessment materials in compliance with APA standards for the assessment material and use.</u></p>
	5.03	<p>Evidence of continuous monitoring data and assessments used for child find</p> <p><u>Ongoing professional development is designed to address areas of need for individual schools within Blount County. For example, monitoring procedures indicate one elementary school was overidentifying learning disabled students. That faculty was trained in the state guidelines for appropriate interventions, progress monitoring, identification and eligibility via RTI. See attached RTI manual for Blount County Schools (see pages 131-171).</u></p>

School District: Hardeman County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group B*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	<p>5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Hardeman County Schools introduced the HEART (Hardeman Empowering Achievement Response Team) process during the 2007-2008 school year. HEART is based on response to intervention principles. Benchmark testing is conducted three times per year in grades K-5. Each of the nine schools in Hardeman County have developed a school improvement planning process listing their bench mark tests and procedures for monitoring progress and identifying at risk children. These notebooks are located in each school and at the Board of Education. A variety of bench mark tests are used, including Think Link, Star Reader, and A-plus, and AIMSweb. Each school provides extensive staff development in the use of these programs through their reading/educational facilitators. Documentation as it relates to data gathering is maintained at the building level. Classroom assessments and work samples are maintained by the teacher. In addition to school wide assessments, students in K-2 participate in local assessments; 3-12 participate in State Assessments. In grades K-5, Hardeman County utilizes a comprehensive reading program (Harcourt Trophies Reading Series). Staff Development opportunities have been provided throughout the year. The HEART Program is being implemented countywide..</u></p>	<p>5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>HEART Manual located on Tennessee State Department website. Childfind activities are documented through fliers, newspaper articles, radio ads, and the Hardeman County Schools website. The Hardeman County Jail is inserviced annually on the incarcerated youth policy.</u></p>
	<p>5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>The Special Education Referral Process is given to each HEART team chairperson across the district. These HEART teams are comprised of the student's regular education teacher(s), the LEA, special education teacher, parent, HEART chairperson/reading facilitator and other professional staff such as counselors, psychologists, nurses, speech pathologist, etc. Throughout the school year, training sessions are offered and central office personnel act as consultants to those schools not meeting the established procedures for location, referral, and identification of students ages 3-21 who may be disabled. After the Central office special education staff receives the referral packet, checks and balances are conducted to ensure that the packet is complete. There must be evidence of parental involvement, an educational plan, research based interventions implemented over a period of time with a minimum of 12 data points, and rule outs of environmental, cultural factors. In</u></p>	<p>5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>The Hardeman County Special Education department keeps an updated selection of assessment tools. These tools include cognitive measures, tests of language, adaptive scales, developmental scales, and achievement scales. A comprehensive list is available upon request.</u></p> <p>5.03 Evidence of continuous monitoring data and assessments used for child find <u>Initial referral and re-evaluation</u></p>

order to conduct an evaluation of any student, we use a variety of assessment tools and strategies to gather relevant functional and developmental information. The procedures are selected by the assessment team and are selected as the most appropriate for the child's assessment. No single procedure or test is used in determining the student's eligibility for special education services or in planning an appropriate educational program. Tests and evaluation materials used to assess each student are selected so as not to be discriminatory and are administered by trained and knowledgeable personnel. The selection of specific tests is based on the age and grade of the student as well as the specific concerns identified by school personnel, the parent/guardian., classroom teacher(s), and the student.

logs are maintained by special education central office staff. Child find activities are reported annually.

- 5.03** Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? ☒ Yes ☐ No If yes, briefly describe. All schools are meeting the established procedures. A Monica Shaw is in charge of child find activities. Kandy Smith (SIG) and Debbie Williams, Hardeman County Program Specialist, have provided ongoing technical assistance and professional development. All building level HEARTeam chairpersons, special education teachers and regular education teachers have participated.

School District: Loudon County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. Disability Speech and Language Impairments / Ethnic Group W
2. Disability Other Health Impairment / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>A coordinated effort for child find, evaluation, and provision of services is evident in Loudon County. Loudon County Schools utilizes a variety of advertising methods and regularly scheduled screenings to locate students ages 3 through 21 who are suspected of having a disability. Child Find activities are publicized through the following methods: local newspaper articles, public service announcements, local television channel, website postings, annual student registration materials, Annual Child Find Brochures, Annual Child Find Day Screening, PK-K screenings, and postal delivery of child find letters to a variety of agencies which include but are not limited to local churches, local pediatricians, Loudon County Health Department, all Loudon County Schools, University of Tennessee Development and Genetic Center, Department of Children's Services, Mid East Head Start, TEIS, TIPS, Good Samaritan Center, Family Resource Center, and with private/ home school application packets. Child Find Memorandums are distributed to a variety of sources in an attempt to reach families of all ethnic groups including highly mobile, homeless, and non-English speakers. Academic benchmarks are conducted three times a year at all elementary and middle schools to identify students at risk for academic difficulty. Classroom teachers and/or parents also can refer students to the school support team. The school support team reviews benchmark data and classroom work.</u></p> <p>5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Culturally appropriate assessments are used in all evaluations. Prior to test administration, test manuals are examined to determine students' similarities to established norm groups. The appropriate tests to be given are determined on an individual basis based upon information received from the S-Team and/or other referral source. Nonverbal cognitive assessments can be used to assess the intellectual functioning of students not proficient in the English language or displaying language impairments. State compliance monitoring forms are used to evaluate whether accurate eligibility determinations have been made, if procedural safeguards are compliant, and if each individual IEP has all the</u></p>	<p>5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>S-Team Referral Procedures</u> <u>RTI Referral Procedures</u> <u>Special Education Referral Procedures</u> <u>Private School Meaningful Consultation</u> <u>Annual Child Find Screening Day</u> <u>Child Find Brochure and/or Memorandum</u> <u>Distribution list for child find brochures and/or memorandum</u> <u>Transition meetings agenda, minutes, and signature sheets</u> <u>Television and newspaper ads</u> <u>Website</u> <u>AIMS Web Benchmark</u> <u>Assessment Score Reports</u> <u>TCAP Assessment Data</u></p> <p>5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>Completion of State Forms</u> <u>Record Reviews</u> <u>Eligibility Reports</u> <u>Monitoring Checklists--Disability</u> <u>Reference/Procedural</u></p>

required components to be valid and compliant. School psychologists periodically consult with each other at itinerant meetings to determine accuracy in assessment, scoring, and interpretation.

- 5.03** Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? ☒ Yes ☐ No If yes, briefly describe.
Monitoring data is reviewed and used to identify schools and / or personnel not in compliance with established child-find, referral, and identification procedures. Previous reviews have not indicated deficits in Child Find, Referral and Identification Procedures. All personnel are required to complete record reviews after initial evaluations, reevaluations, and annual IEP Team meetings to self-monitor for compliance issues. If future reviews indicate areas of concern, professional development and / or technical assistance will be provided to address these needs. Any local identified areas of concern are addressed through annual special education staff development, strength training sessions, individual training sessions and/or itinerant meetings.

Safeguards/IEP

- 5.03** Evidence of continuous monitoring data and assessments used for child find
Previous Monitoring Documents and Instruments
Training Sign In Sheets and/or Documentation Forms
File Folder Record Reviews

School District: Madison County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group B*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	<p>5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>The district has specific written procedures in place for the referral process. The procedure occurs at each school and/or the central office for early intervention and speech PK referrals. It also occurs outside the system through the parents, homeless shelters, TEIS. It is the policy of the School Board of the JMCS District that the referral of a student to the IEP Team to begin the State process for determining eligibility of a student for special services under the provisions of the IDEA should only be considered: 1. after appropriate instructional interventions and strategies have been implemented in the regular educational setting and the student continues to be at risk; or 2. if the student displays obvious characteristics of a child with a disability. Administrative procedures have been developed to establish Student Achievement Teams in each school in the district. The primary purpose of the SATeam is to ensure that students are provided the maximum opportunity to be successful in the regular education program. The SATeam will provide instructional support to classroom teachers in order to assist them in their efforts to effectively improve the achievement of students who are less successful in learning. If the instructional supports do not yield expected results the team would gather classroom observations, benchmark assessments, classroom assessments, classroom work and interventions for review and referral to the District SATeam.</u></p>	<p>5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>SATEAM, Child Find Flyers distributed at doctors offices, day cares both public and private, notices published in newspapers, radio, and community services announcements on TV.</u></p>
	<p>5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>The procedures for selecting and administering assessments are based on student's ability, learning characteristic, cultural background and language needs. Consulting special education teachers are responsible for monitoring each student identified and ensure that the students can be provided services at their zoned school. If a program does not exist at the zoned school they ensure that it is provided at the closest school location that can meet the needs identified in the current IEP. The district office also keeps a log of students referred showing the results of that referral.</u></p>	<p>5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>List of Assessments Used</u></p>
	<p>5.03 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the</p>	<p>5.03 Evidence of continuous monitoring data and assessments used for child find <u>GRADE, G-MADE, Debils</u></p>

<p>established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe.</p> <p><u>Assessments used to gather relevant</u> 1. <u>Cognitive information: Brigance, GRADE, G-MADE, LAP, Woodcock-Johnson, PIAT, TCAP, and GATEWAY. Functional Information: Functional Communication Profile, Non-Speech Test, Functional Observations, Adaptive Questionnaires, Pre-Vocational checklists, Vocational Assessments.</u> 3. <u>Developmental Information: Brigance, LAP, Adaptive questionnaires, PLS-4, PT evaluations, OT evaluations, Project Memphis, DAYC, Celf-3, TACL-3.</u> 4. <u>Academic Information: PIAT, GRADE, G-MADE, Woodcock-Johnson, class test with or without modifications.</u></p>	
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School District: Marion County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Child Find activities are posted in many locations, assessment specialists are involved as case managers and advisement to their specific schools, annual outreach to private school/home school students is documented.</u>	5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>Established brochures, postings in paper, at public gathering places and facilities. Letters placed with attendance for distribution to persons requesting to home school. Established regular progress monitoring using LEA approved systems.</u>
	5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>A lead therapist model is in place, as well as intervention teams. Assessment personnel have ongoing training and an ELL person is available for consultation and data.</u>	5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>Lists of checklists, assessments, adherence to SDOE guidelines as evidenced in section 1.04, case files, etc.</u>
	5.03 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>However, our schools appear to be proficient in the referral and intervention process due to staff development training and the use of specialists as mentioned in 5.02</u>	5.03 Evidence of continuous monitoring data and assessments used for child find <u>Child find activities brochures, established screening dates</u>

School District: Marshall County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Mental Retardation / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Child find activities include: out reach programs at Head Start, local day cares & child care facilities, referrals from TEIS. Brochures are placed in all local doctors' & dental offices, community center, child development center, county recreational center, school website, churches, real estate offices, Marshall Co Health Department, DHS & Chamber of Commerce, as well as the court house, annex & Juvenile & Probate Judge office, etc..</u>	5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>Copies of the Brochures, newspaper article, radio announcement . Purchase orders documenting the paid advertisement in the media</u>
	5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>All asesments mentioned previously in the rubric are deemed acceptable & appropriate on an individual basis. Consideration is given to the cultural needs & ethnicity of the child.</u>	5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment
	5.03 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>All of the LEA's schools receive training & information regarding appropriate child find activities & referrals; currently all schools in the LEA are meeting established procedures. All community outreach locations and county service providers are invited to attend traings at the LEA to understand our policies, procedures & practices.</u>	5.03 Evidence of continuous monitoring data and assessments used for child find <u>Copies of the invitations to meetings with out reach providers.</u>

School District: **Memphis City**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Autism / Ethnic Group W
3. Disability Select One / Ethnic Group Select One

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The TnREppp rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <i>TnREppp Reviewer Guidelines and Scoring</i> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	5.02 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Comprehensive Child Find Program</u>	5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>Screening data, Benchmark assessments, documentation of widespread distribution of Child Find brochures.</u>
	5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>1) The assessment procedures are based on the students English language proficiency, 2) Trained interpreters are used to assist with the assessment and communication with parents when necessary, 3) Non-verbal tests are typically used, 4) The ELL teachers help evaluation specialists gather student performance data, 5) Evaluation Specialists receive individual supervision on cases involving ELL students. Assessment Specialists receive training (2006-2007 school year) from the TDOE on assessment of ELL students.</u>	5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>List of procedures and assessment measures with accompanying state recommended list and selection criteria</u>
	5.03 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Partnership with NIUSI includes identification of and training for schools with high referral rates.</u>	5.03 Evidence of continuous monitoring data and assessments used for child find <u>NIUSI Professional Development Agendast</u>

School District: Monroe County

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	<p align="center">Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.</p> <p>5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>A coordinated effort for child find, evaluation, and provision of services is evident in Monroe County. Monroe County Schools utilizes a variety of advertising and regularly scheduled screenings to locate students aged 3 through 21 who are suspected of having a disability. Notices are placed in local newspapers and aired on local radio stations. The distribution list for child find brochures indicates that brochures have been placed in locations that attempt to reach families of all ethnic groups including highly mobile, homeless, and non-English speakers. These locations include but are not limited to: Monroe County Headstart, day care centers, Monroe County Health Department, Monroe County Women’s Wellness Center, Wal-Mart, Ingles, Monroe County Courthouse, Department of Human and Child Services, all Monroe County Schools, car dealerships, Monroe County Christian Academy, Family Resource Center, Good Shepherd Industries, Tennessee Early Intervention Services (TEIS), Tennessee Infant Parent Services (TIPS) pre-k classroom packet, and home school application packet. Academic screenings are conducted three times a year at all elementary schools to identify students at risk for academic difficulty. Classroom teachers and/or parents also can refer students to the school support team. The school support team reviews benchmark data and classroom work. A member of the support team also conducts a classroom observation for each referred child. Speech and language screenings are conducted at Monroe County Headstart. Vision, hearing, and speech/language are also screened in kindergarten. Additional vision and hearing screenings are conducted in the second, fourth, sixth, and eighth grades. Appropriate referrals are made based on results of screenings.</u></p> <p>5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Culturally appropriate assessments are used in all evaluations. Prior to test administration, test manuals are examined to determine students’ similarities to established norm groups. The appropriate tests to be given are determined by individual student based on information received from the school team and reviewed by the examiner. Furthermore, nonverbal cognitive assessments (e.g., Universal Nonverbal Intelligence Test-</u></p>	<p>5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>Monroe County Schools Special Education Pre-referral Procedures</u> <u>Child Find Brochure</u> <u>Distribution list for child find brochures</u> <u>Transition meetings agenda, minutes, and signature sheets</u> <u>Radio and newspaper ads</u> <u>Vision and hearing referral letter</u> <u>AIMS Web Benchmark Lists</u> <u>S-Team Packet (e.g., timelines, referral forms and procedures, direct and indirect observation forms, and intervention documentation)</u> <u>Monroe County utilizes Transact for translations of child find information into various languages.</u> <u>Standardized assessments (LAPD, Brigance, DAYC)</u></p> <p>5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>Standardized assessments used</u></p>

UNIT) can be used to assess the intellectual functioning of students not proficient in the English language or displaying language impairments. Student records are reviewed every summer by a local file review team. State compliance monitoring forms are used to evaluate eligibility, procedural safeguards, and student IEP's. School psychologists periodically consult with one another to determine accuracy in assessment, scoring, and interpretation.

- 5.03** Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? ☒ Yes ☐ No If yes, briefly describe.
Continuous monitoring data (e.g., Cyclic Performance Review for Local Education Agencies) is collected and used to identify schools and / or personnel not fully complying with established child-find procedures. Previous reviews have not indicated deficits in Child Find Procedures. Therefore, additional professional development has not been warranted. If future reviews indicate areas of concern, professional development and / or technical assistance will be provided to address these needs. Any internally identified areas of concern are addressed through annual special education staff development training and / or quarterly transition meetings.

in Monroe County Schools:
Cognitive Assessment- UNIT,
WJ-III, SB5, WAIS-III, WISC-IV,
WPPSI-III, DAYC, DAS 2
Functional Assessment- Vineland
II, BASC 2, ABAS II, PIC 2
Developmental Assessment-
WPPSI-III, DAYC, GARS, GADS,
Vineland
Academic Assessment- WJ-III,
KTEA II, WIAT II
Record Compliance Instrument
School Psychologist Consultation
Report

- 5.03** Evidence of continuous monitoring data and assessments used for child find
Special Education Staff
Development in August (agenda
and signature sheets)
Quarterly Transition Meetings
(agendas and signature sheets)
Professional Development Day
for CPR (agenda and signature
sheets)
CPR Performance Review for
LEAs

School District: **Shelby Co.**

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: **1. Disability Mental Retardation / Ethnic Group B**
2. Disability Select One / Ethnic Group Select One
3. Disability Select One / Ethnic Group Select One

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the “Supportive Evidence/Supportive Documentation” for each Review Response Item in the next column.	
	5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts <u>and</u> in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Collaboration with Community Agencies, I-Station, TCAP, Thinklink</u>	5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>TEIS</u> <u>Dept. of Vocational Rehabilitation</u> <u>Dept. Mental Retardation</u> <u>SCS Family Resource Centers</u> <u>ESL Community Resources</u> <u>Newspaper Release</u> <u>SCS Website</u>
	5.04 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>MR Review Committee, ELL Resources, S-Team, Psychologist Review</u>	5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>Wechsler Preschool and Primary Scale of Intelligence- 3rd Edition</u> <u>Bayley Scales of Infant and Toddler Development - 3rd Edition</u> <u>Wechsler Intelligence Scale for Children - 4th Edition</u> <u>Wechsler Intelligence Scale for Children - Spanish</u> <u>Wechsler Adult Intelligence Scale - 3rd Edition</u> <u>Stanford-Binet Intelligence Scale - 5th Edition</u> <u>Reynolds Intellectual Assessment Scales</u> <u>Kaufman Assessment Battery-</u>
	5.05 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>SI-Team, Re-Evaluation Procedures, I-Station, RTI</u>	

2nd Edition
Wechsler NonVerbal Test of
Intelligence
Leiter International Scale - 3rd
Edition
Universal Test of Nonverbal
Intelligence - 3rd Edition
Comprehensive Test of
Nonverbal Intelligence
Woodcock-Johnson Tests of
Cognitive Abilities - 3rd Edition
Woodcock-Johnson Tests of
Cognitive Abilities - Spanish
Vineland Adaptive Behavior
Scales - 2nd Edition
Adaptive Behavior Assessment
System - 2nd Edition
Adaptive Behavior Evaluation
Scale
Behavior Assessment System for
Children
Conners' Rating Scales-Revised
Gilliam Autism Rating Scale-
Revised
Gilliam Asperger Disorder Scale
Preschool Evaluation Scale
Developmental Assessment of
Young Children
Battelle Developmental Inventory
Wechsler Individual Achievement
Test - 2nd Edition
Woodcock-Johnson Tests of
Achievement - 3rd Edition
Bateria III Woodcock - Munoz
Kaufman Tests of Educational
Achievement - Revised
Peabody Individual Achievement
Test - Revised

5.03 Evidence of continuous
monitoring data and assessments
used for child find
SI-Team
Re-Evaluation Procedures
I-Station
RTI
Provider Meeting
TEIS/State Alerts

School District: Unicoi County Schools

Disability Area(s)/Ethnic Subgroup with Significant Disproportionality: 1. **Disability** *Speech and Language Impairments / Ethnic Group W*
 2. **Disability** *Select One / Ethnic Group Select One*
 3. **Disability** *Select One / Ethnic Group Select One*

(5) Child Find: Location, Referral and Identification

Review Item 5	Review Response Items Note: The <u>TnREppp</u> rating of 4, 3, 2, or 1 is determined from each Level Descriptor and includes Supportive Evidence and Documentation. For rating criteria, reference the <u>TnREppp Reviewer Guidelines and Scoring</u> .	Supportive Evidence/ Documentation List documentation/evidence on file in your district for each corresponding Review Response Item.
District procedures for location, referral and identification are transparent, equitable, and multi-disciplinary.	Provide the "Supportive Evidence/Supportive Documentation" for each Review Response Item in the next column.	
	5.01 Does your district have written procedures for the location, referral and identification of students ages 3 through 21 who may be disabled (example: Community outreach efforts and in-school markers such as classroom observations, benchmark assessments, classroom assessments, classroom work)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>Our Child Find process utilizes the local media as well as information brochures posted at high visibility areas throughout the community. There will be a system-wide DIBELS assessment administered in three benchmarks each school year as part of our formal RTI plan to identify "at-risk" students in reading. Each enrolling preschool student and Kindergarten student is screened for speech/language problems to locate students who may need services.</u>	5.01 Evidence of child find activities beginning at an early age (age 3) to include all ethnic groups, highly mobile, homeless, those living in isolated areas and non-English speakers. Evidence required (classroom observations, benchmark assessments, classroom assessments, classroom work). Evidence of procedures for location, referral and identification of students <u>Child find brochures posted throughout the community. Local news media is utilized to promote Child Find activities. Newspaper and radio advertisements are used.</u>
	5.02 Does your district have processes in place to evaluate the degree to which service providers (assessment personnel) and schools comply with location, referral and identification established procedures (example: What procedures are used for selecting and administering assessments in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>School S-teams review all referrals for special education services. Team makes decision based on all data involving student. System Special Education manual mandates this process.</u>	5.02 Evidence of assessments used to select and administer culturally appropriate evaluations in the areas of: - Cognitive Assessment - Functional Assessment - Developmental Assessment - Academic Assessment <u>All assessments are selected from recommended list provided by SDOe. Vendors are required to provide certification that tests are culturally neutral. These assurances must be received prior to selection of tests. List of tests used in each area previously provided in item 1.</u>
	5.03 Does your district provide technical assistance and professional development, based on continuous monitoring data, to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled (example: Assessments used to evaluate cognitive, functional, developmental and academic information)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, briefly describe. <u>This training is prepared for each year, however all schools are in compliance with our expectations at this time.</u>	5.03 Evidence of continuous monitoring data and assessments used for child find <u>Kindergarten and pre-school screenings held annually to find children in need of further testing.</u>